



The Utilization Of Coastal Media To Develop Symbolic Thinking Ability For 4-5 Years Old Children In Wali Urban Village, Binongko District, Wakatobi Regency



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Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan berfikir simbolik anak usia 4-5 tahun yang meliputi kemampuan membilang banyak benda 1 sampai 10, mengenal konsep bilangan, mengenal lambang bilangan, dan mengenal lambang huruf. Masalah dalam penelitian ini ialah pada saat observasi pembelajaran berlangsung, orang tua meminta anak untuk membilang banyak benda 1 sampai 10, mengenal konsep bilangan, mengenal lambang bilangan, dan mengenal lambang huruf dan anak sudah dapat membilang dan mengenal lambang bilangan. Penelitian ini dilakukan dengan menggunakan pendekatan deskriptif kualitatif. Jenis penelitian yang digunakan adalah jenis penelitian eksperimen yang dilakukan dengan empat kali pertemuan menggunakan media pesisir. Subjek dalam penelitian ini adalah anak yang ada di Kelurahan Wali, usia 4-5 tahun yang berjumlah 11 orang anak. Pengumpulan data dilakukan dengan observasi. Teknik analisis data yang digunakan dalam penelitian ini adalah dengan menggunakan teknik analisis deksriptif kualitatif. Hasil penelitian yang diperoleh bahwa kemampuan berfikir simbolik anak usia 4-5 tahun menggunakan media pesisir berkembang sesuai harapan

Abstract

This study aims to determine the symbolic thinking ability of children aged 4-5 years which includes the ability to count the number of objects from 1 to 10, recognize the concept of numbers, recognize number symbols, and recognize letter symbols. The problem in this study was that when learning observations took place, parents asked children to count the number objects from 1 to 10, recognized the concept of numbers, recognized number symbols, and recognize letter symbols and the child could already count and recognized number symbols. This research was conducted using a qualitative descriptive approach. The type of research used was the type of experimental research conducted with four meetings using coastal media. The subjects in this study were 11 children in Wali Urban Village, aged 4-5 years. Data collection was carried out by observation. The data analysis technique used in this study was the qualitative descriptive analysis technique. The results of the study showed that the symbolic thinking ability of children aged 4-5 years using coastal media developed as expected.



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INTRODUCTION

The nature of early childhood education is education organized with the aim of facilitating the growth and development of children as a whole or focusing on developing all aspects of the child's personality (Susilo, 2016).

Early childhood education as a level of education before basic education provides services to children from birth to the age of six years by providing stimulation in the form of providing educational stimulation to support the growth and physical and spiritual development of children so that they have the skills to continue at the next level of education, namely elementary school. (Permendikbud, 2014).

According to Law No. 20 of 2003 concerning the national education system in article 1 paragraph 14, it states that early childhood education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education. Early childhood education is education given to children from birth to the age of six years to increase the growth and development and potential of children.

Based on the observations of children in the Wali Village, there are still 70% of children who have not been able to say the number of objects from 1 to 10, do not know the concept of numbers, have not been able to recognize number symbols, and do not know letter symbols. Therefore, it requires interesting media to make children interested in learning to think symbolically with the media of sand, shellfish, plants, and boats.

Seeing the condition of Wali Urban Village, which is located near the coast, we can use it as a medium to develop the symbolic thinking skills of children aged 4-5 years. This research was conducted at Yoro Beach, one of the coastal areas in Wali Urban Village which has the potential as an early childhood learning environment, precisely located to the south of Wali Urban Village. Yoro Beach is now one of the beach attractions for Wali Urban Village community. White sand stretches on the southern coast of Wali Urban Village, overgrown with coconut trees, sea pandanus trees, katang, and other mangrove trees, and naturally Yoro Beach has white sand, shellfish, koli-koli boats.

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Early childhood is children who are in the age range of 0-8 years, who are included in educational programs in daycare, family child care (family child care home), preschool education such as private and public, kindergarten, and elementary school. Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness and enter further education.

A child's development consists of constructing experiences about the world through adaptation and working towards the (real) stage when he can use logical thinking. During this late stage, the child can mentally represent events and objects (semiotic functions or signs), and engage in symbolic play. Symbolic thinking is a cognitive activity that occurs in a person's mental or mind based on the observed symbols. Thinking allows a person to represent the world as a model and treat it effectively according to goals, plans, and desires. This ability to think symbolically is called a symbolic function, and it rapidly develops a child's mental world. Symbolic thinking is that children are able to think by using symbols through the media or what the child sees and then symbolizes what the child thinks.

Media is a tool to convey or distribute messages as an intermediary from the sender or recipient in order to convey learning that is easily understood by children. Media is one of the distributors of information or delivery of messages as a learning tool that can assist teachers in conveying learning activities to children. The media makes learning more interesting and real in the clarity of the learning process and utilizes media that are easy to understand and safe for children. Learning media acts as a communication tool that distributes information from teachers to children.

Based on the observations of children in Wali Urban Village, there were still 70% of children who have not been able to say the number of objects from 1 to 10, do not know the concept of numbers, have not been able to recognize number symbols, and do not know letter symbols. Therefore, it needs media that can make children interested in learning to think symbolically with the media of sand, shellfish, plants, and boats. Seeing the condition of Wali Urban Village, which is located near the coast, we can use it as a medium to develop the symbolic thinking skills of children aged 4-5 years.

This research focused on developing symbolic thinking skills which include the ability to number objects from 1 to 10, recognize number concepts, recognize number symbols, and recognize letter symbols for children aged 4-5 years. The purpose of this study was to determine the symbolic thinking ability of children aged 4-5 years which includes the ability to count the number of objects from 1 to 10, recognize the concept of numbers, recognize number symbols, and recognize letter symbols for children aged 4-5 years.

RESEARCH METHODS

Type of Research

This research used descriptive qualitative research. (In Yusuf, 2017), qualitative research is an inquiry power that prioritizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of an attribute, focused and multi-method, natural and holistic, prioritizing quality, using several methods, and presented in a narrative.

This research used the descriptive qualitative research method. (In Yunitasari & Hanifah, 2020), qualitative research is a descriptive research and is interested in using descriptions. The characteristics of qualitative research are conducting research in natural conditions, directly to the data source, the researchers being the key instrument, presenting data in the form of words or pictures and not prioritizing numbers, conducting data analysis. This qualitative research method was not made up by the researchers. This this data analysis was based on the facts found in the field.

Research Time and Site

This research was carried out for 3 months, from April to June of Academic Year 2021-2022. It was carried out in Wali Urban Village, Binongko District, Wakatobi Regency.

Data Collection Technique

This research used observation, interview, and document techniques.

Data Validity Technique

The validity of the data in this study is a basic concept (validity) and talent (reliability). There are several benchmarks carried out to observe the validity of the data, namely the level of trust, involvement, relevance, and clarity. This level of confidence can be tested with triangulation techniques and referential adequacy (Kusumawardani & Fauziah, 2020).

Data Analysis Technique

The method of data analysis in this study refers to the method of collecting qualitative data in the field, which is carried out by data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

Based on observations made by the researchers through observation activities in Wali Urban Village, it can be seen that the development of children's thinking abilities is the basis for children's ability to think, especially in symbolic thinking. Symbolic thinking is the ability to number objects from 1 to 10, recognize the concept of numbers, recognize number symbols, and recognize letter symbols. Based on the phenomenon that the researchers found in the field about the development of abilities in symbolic thinking of early childhood in Wali Urban Village, it shows that children already have good development of symbolic thinking abilities. Based on the results of observations, there were 4 indicators, namely:

1. Mentioning the Number of Objects from 1 to 10

At this stage, the researchers saw that the child was able to count the number of objects from 1 to 10 in accordance with the koli-koli boats, and the leaves of mangrove plants, which are on the coast. This shows that the development of the children's ability to count the number of objects from 1 to 10 has developed. Based on the description of the observation data, there were children who were able to count the number of objects from 1 to 10 correctly and without hesitation, there were children who were able to count the number of objects from 1 to 10 but were still hesitant and shy, while there were also children who still found errors in counting the number of objects from 1 to 10 and showed poor concentration. Children were able to connect their abilities to answer something.

2. Knowing the Concept of Numbers from 1 to 10

The researchers saw that children were able to recognize the concept of numbers from 1 to 10 when parents asked children to look for shells, they were also enthusiastic to look for shells and then children labeled numbers 1 to 10 on shells and then the children recognized the concept. This number shows that the development of the ability to recognize the concept of numbers 1 to 10 children is good. Based on the results of observations, there were children who were able to recognize the concept of numbers 1 to 10 correctly and confidently, while there were also children who were less confident and hesitant even though they were able to do that. One of the developments of ability in symbolic thinking could also be shown with the child's ability to recognize the concept of numbers. The process of symbolic thinking includes various aspects, such as perception, memory, thoughts, symbols, reasoning, and problem-solving.

3. Recognizing the Symbols of Numbers 1 to 10

In addition to getting to know the concept of numbers, children were also able to recognize the symbols of numbers 1-10 correctly and sequentially when parents asked children to look for used bottles then the researchers labeled the numbers 1 to 10 and then the children filled the sand in the bottle and they were enthusiastic to do the activity. This shows that the development of the children's ability to recognize number symbols has developed, as evidenced by the ability of children who were able to recognize the symbols of numbers 1-10 sequentially and correctly. The results of the observation were that there were children who were able to recognize number symbols correctly and sequentially, there were other children who were able to do this but they were still shy, and there were children who were less able to recognize the symbols of numbers 1 to 10 in sequence. The development of the ability to recognize number symbols for children is very important, with the aim that children are able to develop their thoughts about what they have learned. If the child is able to remember the symbols of numbers sequentially and correctly, the child can already develop the thinking he/she has.

4. Recognizing the Symbols of Letters

The fourth indicator in observation activities in this research included the child's ability to recognize letter symbols. Children were able to do activities to write letter symbols on the sand properly and correctly. In the activity of recognizing letter symbols, the children were able to do it correctly, but some were able to do the activity but there were still errors and there were children who were able to do the activity but they did not want to do it well.

CONCLUSIONS

Research conducted in Wali Urban Village, Binongko District, Wakatobi Regency on the development of symbolic thinking skills consists of four indicators, namely: children's ability to number objects from 1-10, recognize the concept of numbers 1-10, recognize symbols of numbers 1-10, and recognize symbol of letters. From the four indicators, it can be concluded that children in Wali Urban Village, Binongko District, Wakatobi Regency already have good development of symbolic thinking skills. This can be seen from the ability of children who were able to say the number of objects from 1-10, recognize the concept of numbers, recognize symbols for numbers 1-10, and recognize letter symbols.

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